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Drawing and nature study.—A very clever device has been adopted by the editor of an elementary-school sketch book¹ to combine children's interests in animals and their training in drawing. Simple outline sketches of numerous animals have been prepared and brief notes have been printed with these outline sketches describing the habits and life of the animals depicted. Blank spaces are left for the children to copy the drawings.

The great advantage of these simple drawings is that they show the essential characteristics of the animals without attempting to give the full details that appear in the photograph or half-tone. If there is one fact which has come out clearly in recent psychological studies of children's drawings, it is that the sketches must be very greatly simplified if the children are to grasp them readily. This principle has been accepted by the editor and the result is what promises to be a very successful method of dealing both with the facts of nature study and with the efforts of children to draw natural objects.

Current biography.—A supplementary reader² dealing with the leaders in the Great War will be very serviceable to the pupils in the elementary school. The military and civic leaders who guided the Allies to victory through the Great War are here described in sufficient detail to leave on the child's mind not only an impression of the personality of the leaders described but also some notion of the service which they rendered in the campaigns themselves.

Committee reports on the curriculum.—The National Council of Education received at its sessions during the year 1919 a report³ of a committee which was appointed to discuss the problems which confront school superintendents. The first part of this report deals with the general problem of organizing co-operation between administrative offices and the teachers of a school system in revising the school curriculum. The second part deals with the general problem of introducing lessons and principles of democracy into the school curriculum.

It is with the first part of this report that this review deals. There is so much unrest at the present time among teachers because they are not recognized in the control of public schools that it is highly desirable for general organizations like the National Council of Education to consider the possibility of giving to teachers more voice in the organization of the program and materials of instruction. The committee report shows, after careful examination of many cases, that there is a growing tendency in the direction of securing co-operation from teachers in the making of the curriculum. There are no standardized methods of securing this co-operation, but the committee report describes in detail various

¹ *Nature Notebook Series*: "The Common Animal Notebook." Edited by Anna Botsford Comstock. Ithaca, New York: Comstock Publishing Co., 1919. Pp. 125. \$0.30.

² CORA W. ROWELL, *Leaders of the Great War*. New York: Macmillan Co., 1919. Pp. vii+336.

³ *Report of Committee on Superintendents' Problems*: Part I, "Administrative Co-operation in the Making of Courses of Study in Elementary Schools" by Harlan Updegraff; Part II, "Report of Subcommittee on Curriculum" by A. Duncan Yocum. Reprinted from *Addresses and Proceedings of the National Education Association*, Vol. LVII. Washington: National Education Association, 1919. Pp. 69.